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ABSTRACT

This text is designed to provide adults who are planning to return to school with an understanding of themselves through insight into their personal problems and clarification of their goals. Factors involved in self-assessment and their relationship to school success are described. Needs, motives, and goals are defined and applied to success in school, with suggestions about maintaining motivation toward a school goal. The process of choosing proper goals and the differences between long and short-term goals are discussed. Also described are sources of frustration that contribute to school failure, the effects of frustration, and methods of coping with frustration. The text includes case studies and questions for group discussion after each section. The final chapter includes study suggestions and ways to prepare for examinations. (Author/RC)

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TOWARDS A BETTER UNDERSTANDING OF SELF

An Elementary Guidance Text

(For Use by Guidance & Man in Society Courses)

Andrew C. Spowart

North York Board of Education
Ontario, Canada

1980

CG 015254

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Last (only in chronological order), the author sincerely and humbly wishes to acknowledge the institution that initially made this undertaking possible. Waterloo Lutheran University College accepted him as a student when his academic qualifications were minimal. In fact, formal past school achievement left much to be desired. I am always thankful that there are still schools of learning that evaluate all aspects of an individual's worth and realize we may all have latent potential that can be triggered into action in an atmosphere of academic, moral and spiritual activities.

AUTHOR'S PREFACE

This text has been written for those adults who are planning to, or who have returned to school to improve their academic and vocational skill training. The majority of these adults have not been able to successfully establish themselves in the working world because of their minimal past school training. It would not be too bold to say their everyday social living has also been negatively affected because of minimal past school training. Their return to the school setting then, is in the hope of finding a means to improve their status in life through adult retraining programs, academically, vocationally, and socially.

This fresh, or second attempt at education naturally produces numerous questions for these students:

- How do I choose a proper trade?
- What is more important--academic education or vocational training?
- Will I get "fed-up" and quit because interest lags?
- Have I the intelligence or ability to succeed at school?
- Can I adapt to the school setting because I am older and may find studies too difficult?
- Will the retraining help me understand myself better and increase my social effectiveness?
- How can I study and cope with my present social, emotional or financial problem?
- Should I be ashamed to return to school due to age, minimal education, etc.?

Questions of this sort are to some extent a concern of each individual student, and a review of them quickly shows a relation to social and psychological ideas and concepts. Two problems exist that hinder the student's development of proper intellectual knowledge, and thus a clearer answer to such questions. Orientation programs, counselling and individual guidance are not sufficient means of answering such questions for the adult student. Not only do such programs restrict time allotted for such guidance, but the student rarely understands advice given to him in terms incomprehensible to him. It means little to the student that "he lacks intellectual potential, his ability is not high enough, he lacks proper motivation and a specific goal, his school role is in conflict with his everyday living outside the school environment, etc.". The adult academic studies rarely involve courses in the humanities which are so badly needed if the adult student is going to understand basic terms and psychological principles given to him as advice by adult counsellors and teachers.

It is the author's opinion then, that such questions can only be answered in the form of class lessons involving group discussion relating to social and psychological terms, ideas, and concepts. This can be accomplished in the form of a basic psychology course directed to the immediate needs of the adult student at an educational level he can master and personally develop with, as the course progresses. Psychology is not a continuing subject. That is, previous courses in psychology are not required to take an introductory course of the nature contained in this text. New terms and concepts will be simply explained. It will be left to the student to continue if he wishes, a more complex psychology course at a later date.

The author has had varied experience in the educational field from public through secondary school to the adult educational level. He has encountered no greater success and feeling of accomplishment than with the adult student. Much of the material in this text is derived from personal experiences, adult student counselling and basic psychology courses given to adult educational classes.

It is felt that the material in this text will provide the adult student with certain answers to the many questions that develop in re-entering the school setting. This course will no doubt clarify many of these questions, by adult teachers' and counsellors' use of this text in conjunction with the students personal reading. What is more important, is the student; as he reads this text and has staff guidance, a clearer understanding of himself will take place. With this understanding will develop a more adaptable means of coping with society and everyday living. Along with the self-understanding, self-improvement and social adaption, the student should remain motivated through each new step of his chosen course--a factor so necessary for any school success. It is realized, not every adult program will have the facilities or staff to develop and initiate a psychological course in connection with this text. If this is the case, it is strongly suggested that the students are made aware of the text and, if possible, purchase it for their individual use. The benefits derived may not be as great as those obtained from class lessons and discussions, but it will no doubt stimulate some thinking of self, and motivation to some degree.

Although the material contained in this textbook is primarily for adult students, it is applicable to senior secondary students, art and technology students, and even students at the university level.

INTRODUCTION

To-day more than ever before thousands of adults are viewing education with a new interest, and are hopeful of receiving retraining in adult education programs. Many of them are attempting to increase their academic standing either at the public or secondary school level. Others are interested in vocational training to qualify them for trades and skilled services. No matter what the reason, the return to the classroom and studies is a crucial step forward.

Unfortunately the return to school and the responsibilities involved proves an extremely difficult task and, in many cases, an uncomfortable experience. As a result many lose interest rapidly and their retraining programs come to a sudden halt. School involvement has been brief, and for the second time in their lives they are labelled as "drop outs".

Many others struggle on, and although they go on to finish their chosen course of study it has been a long and unpleasant period of time. In other words, they go on for "the sake of going on". They have that little extra in their personal make-up that just gets them through a chosen course. And it is this "getting through" that is of concern to the author. Success in school, especially for the adult, must involve a growth of personal adjustment and personal evaluation.

The conclusion is quite simple. We are left with two specific groups. Those that leave before the completion of their adult retraining programs, and those that go on to complete their chosen courses. However, both groups are identical in the fact that some degree of failure, in varying ways, must have been encountered during the long interval of first leaving school and the period at which it was decided to return. We can even go one

step further, the individuals in both groups inevitably developed a certain lack of confidence, uncertainty and only a few positive concepts relating to self-worth and self-image. As a result, no matter whether they succeeded or dropped out of their retraining program they end up "still" doubting and rather uncertain of personal worth and general purpose in life.

This leads us back to the purpose and direction of this text. The adult who returns to school, at any level, is craving not only for academic knowledge but also a better understanding of self. He wants to form a better idea of what makes him behave in certain ways, just what is his potential ability level, how can he relate to others more effectively, etc. Therefore, without an integrated program of formal school courses and a basic psychology course dealing with society and personality the adult returns to school and ends up in the same situation encountered during previous formal educational studies.

This text, the author feels then, will give the adult student the essential understanding of themselves they are lacking. This will not only provide the impetus required for insight into their personal problems, create in them a much wider understanding of self, but also help them, to some extent, clarify their purpose in life; and no doubt a true enjoyment in success. This will naturally produce personal qualities required for adaption and proper relationships in everyday living.

The note about the author may further enlighten the student to the author's understanding involved in being successful at school, and provide further support for the undertaking of this text.

SECTION I

Personal Assessment

CHAPTER 1

FACTORS IN PRESENT SELF-ASSESSMENT AND SCHOOL SUCCESS

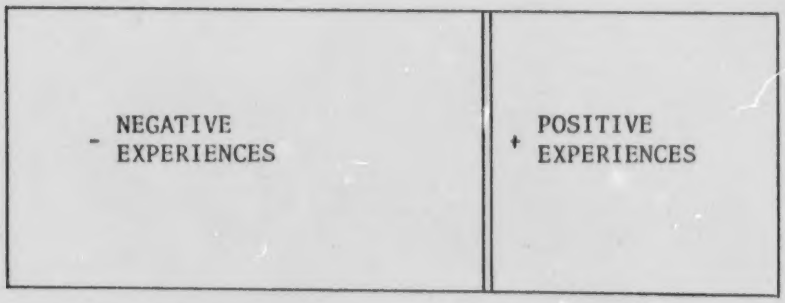
While returning to school is certainly a step in the right direction, it is not nearly as important as the way the student views and accepts this new experience. This involves two very essential factors: the time element, and a realistic view of oneself in relation to school and studies. We will discuss these two factors in relation to past, present, and future.

The Past and Self

Most adults returning to school have encountered a variety of negative and positive experiences since first leaving school to the present time. For many, it may be only a few years since leaving studies, while in many other cases it may be a much longer interval of time. In other words, the range of time since "dropping out" will vary from one to two years to a twenty-year period--or even longer. The reasons for "dropping out" are varied and too numerous to mention here. No matter what events or personal problems lead to "dropping out" it is likely reflected upon now as a major failure in your lives. Few would view it as a positive or successful experience.

As has been briefly mentioned, the past can be divided into two distinct areas, that dealing with negative experiences and the other dealing with positive experiences. Predominantly negative experiences, no doubt, have been involved in your past since leaving school. This is not an exaggerated

division when we consider many areas of your personal lives may have been affected by limited education. For example, "dropping out" has, in the majority of cases, affected job promotion. This in turn has affected development of "good" social relationships and activities. (See Diagram 1 below)



TOTAL PAST EXPERIENCES

You may be wondering if this discussion about the past is relevant to the present and future. At this point in your life the decision to return to school has been made. How can the past affect success now? Surely discussing the past has little to do with the return to school at the present time. It does, however, have something to do with how you feel about this new experience, and does relate to present and future success a great deal.

The Present and Self

At the beginning of this chapter it was mentioned that the student's views and ways of accepting the return to the classroom were very important. This involves a certain degree of self-assessment at this point in your present approach to all aspects of the school setting. In connection with this you must have a positive attitude and a certain degree of self-confidence. Also, you must have as true a picture as possible at this time as to your personal strengths and weaknesses. It is realized that at this point self-assessment and attempts to improve personal qualities are limited. As we proceed to the following chapters it is hoped reasons for positive evaluation will develop.

No one gains positive ideas about himself when he fails or has limited success in past everyday living. Self-assurance confidence and feelings of being a worthwhile individual have had a limited chance for development. Feelings of uncertainty, lack of confidence, etc., are sure to exist as dominant feelings. In fact "selling yourself to yourself" proves a difficult and unsuccessful exercise. Self-assessment, then, can be regarded as a poor one in relation to past predominantly negative experiences.

We can go a step further now. A mirror reflects what is put in front of it. Let us suppose your friends, and others you associate with daily are seen as one large mirror. If you look into the mirror you see a reflection of your strengths and weaknesses. That is, how you see yourself is now reflected on this large mirror. Be aware of this fact! How you feel about yourself is how you think others evaluate you, even though this is not really the way they are viewing you at all. Your judgement, then, is not an accurate or true one of how you really feel about yourself or how others see you. Nevertheless, the image seen through this large mirror is clear and stable. (See Illustration 1.)

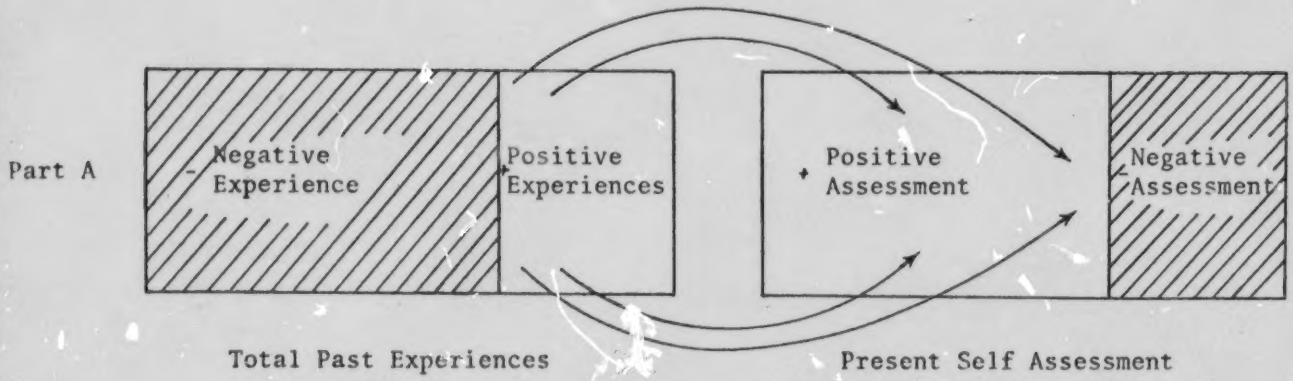
Illustration 1

If you were to replace this large mirror with a clear body of water your image would be unclear and rippled. This is your positive image. The image is truly a weaker one than that formed by the negative past experiences. No doubt this can be compared to the negative and positive thoughts and feelings you have of yourself at the present time.

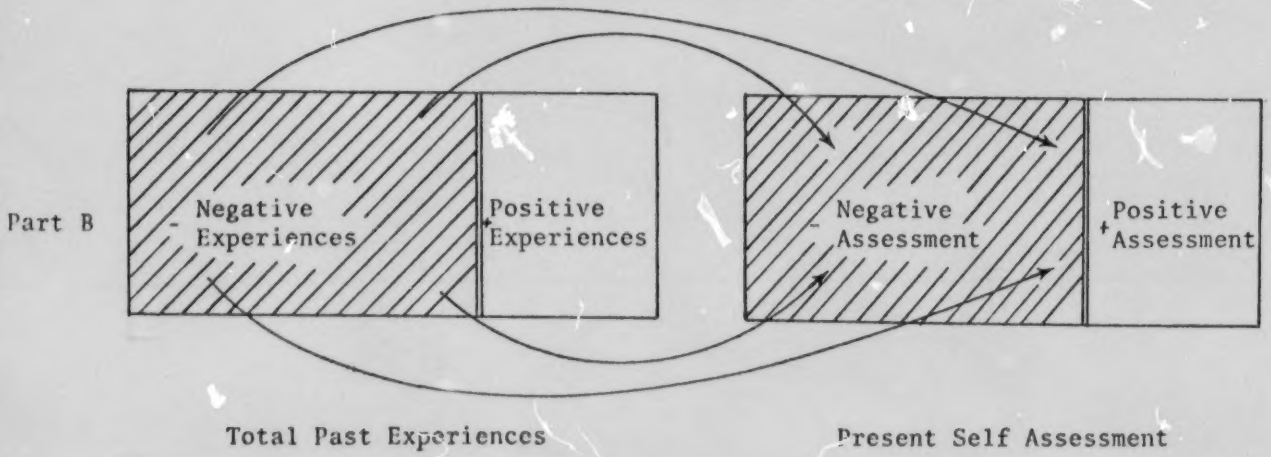
The past, as we have seen, can certainly limit a true feeling of "self" and produce illogical reasoning. Needless to say negative feelings and illogical reasoning can also affect your emotional outlook on life, and this can also hinder a proper attitude toward studies. The past has to fit into the present in proper proportion, and with little effect on present self-assessment. Remember your negative experiences, but involve ideas and feelings from positive past experiences. Otherwise your present self-assessment will involve the negative portion of your past, and no doubt this negative foundation can only restrict positive self-assessment at the present time. (See Diagram 2.)

Diagram 2

An Acceptable Approach for the Present



An Unacceptable Approach for the Present



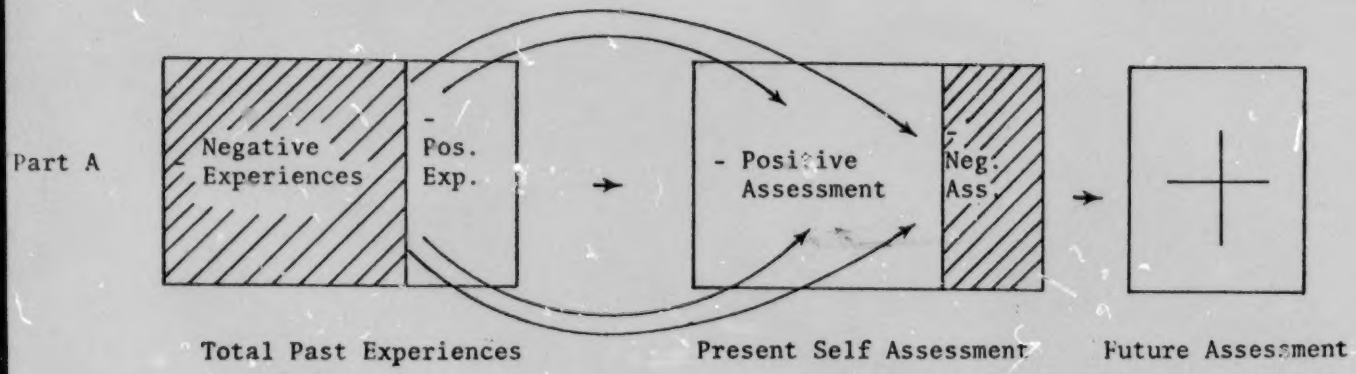
It should be clear to the reader that both rectangles of Part B, Diagram 2 are identical in predominantly negative results. In other words dwelling in past negative ideas and feelings results in predominantly negative present self-assessment. Whereas, in Diagram 2, Part A, the reverse is true.

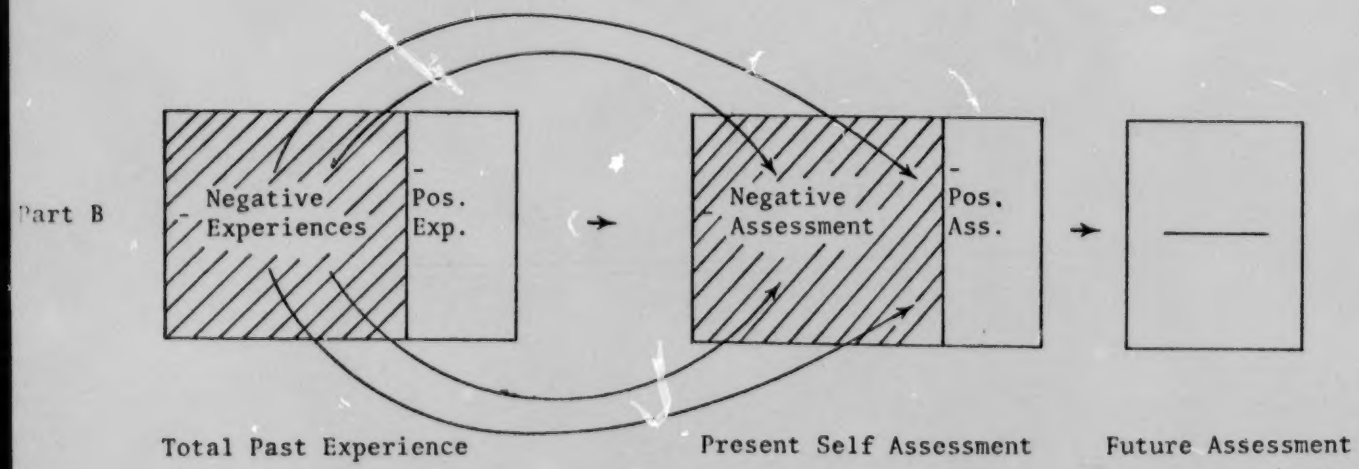
The Future and Self

To predict what will happen in the future is a dangerous hobby. However positive thoughts as to what will happen if time permits is always an acceptable type of thinking if done moderately. But, if you dwell in the past to a great extent and do not attempt to rebuild the present, it is likely negative thoughts are all that will ever form or be part of your future.

If you so desire, think of three different parts of your own personality. The PAST SELF, the PRESENT SELF, and the FUTURE SELF. As you think in these terms remember, the past is dead, the present is alive, and the future is filled with much potential. Take from the past that which is positive and includes your personal strengths, involve those in the present as you develop logical, true ideas and feelings of self-worth. The future will then naturally unfold in the proper way for you. (See Diagram 3.)

Diagram 3


Part A
- Negative Experiences
- Pos. Exp.
- Positive Assessment
- Neg. Ass.
Total Past Experiences
Present Self Assessment
Future Assessment


Part B
- Negative Experiences
- Pos. Exp.
- Negative Assessment
- Pos. Ass.
Total Past Experience
Present Self Assessment
Future Assessment

CHAPTER 2

FURTHER DISCUSSION OF PRESENT SELF-ASSESSMENT

The following material should prove to be a guide and some assistance in learning and developing those personal characteristics that will add to and improve self-assessments discussed in Chapter 1. As you pursue each new chapter of this text, additional guides and suggestions for personal character development will be presented. Of course such guides and suggestions will be viewed and applied differently according to each individual student's specific personal problems and situations.

The author has limited discussion in this chapter to those areas that are felt to be immediate and have possibly developed during the early stages of re-entering to school and studies. Class discussion resulting in ideas and opinions should increase the list of personal characteristics that you should be aware of, and can develop as the individual need arises.

1. Know Your Limitations

The return to school will produce such questions as: (a) What am I actually capable of doing? (b) Have I the mental ability and personal interest to pursue a position in the technical field, such as mechanic, draftsman, electrician, X-ray technician, etc.? (c) Are my abilities and personal interests more in the areas of clerical work, salesman, professional person, etc.?

It is important that you form and develop a course of study in relation to what you are capable of doing successfully. This will involve looking at the past and frankly deciding what your weaknesses and strengths

are. There also must be a conscious and continual effort to develop present "positive feelings and attitudes" about yourself. Were past failures due to poor effort and attitude, or did you really have specific personal weaknesses?

There are going to be influences that may make you decide on the wrong choice of school course. For example, "I will take the mechanical course because my friends have decided on this course." Or, the choice of course relates to the fact that, "It is the most talked about course in the school."

It is evident you cannot answer all these questions at the present time. The important thing is that you are honest with yourself. Start to evaluate yourself in light of past experiences, and logical thinking at the present time. Begin courses that you feel you "can handle". As you progress in school and make conscious efforts to "find yourself" the proper level of success will become a reality.

2. Know the True Meaning of Success

Simply defined, success means the completion of something. But this "something" seems to take on materialistic significance, and becomes equated with prestige and social status. In other words, it is not enough to own a car, to have completed a school course successfully or to have a fairly steady job. People strive to own a large and expensive car, have at least a university degree, or equivalent, and have one of the more important jobs at their place of employment. We cannot deny it is "nice" to obtain some of these things, but success should start within the individual. That is self-improvement is the primary type of success and external success is secondary.

You have read two chapters of this text now, and have remained at school this long. This is success. You have, hopefully, started to reason and evaluate yourself honestly. This is success. You have, hopefully, started to apply suggestions mentioned in this chapter to your individual needs. This is success. Keep success simple, and prove little things to yourself. You will find this self-improvement will expand, and in the end some external success cannot help but come your way.

Let us put this another way. Self-contentment is a true mark of success. If you do obtain expensive things and secure a well-paying job, etc., before you grow within yourself, true happiness may not be present. If however, true self-evaluation is obtained first, then materialistic gains will likely become a reality. Self-contentment will then be present and the happiness involved can be thought of as a "true mark of success".

3. Think Before Acting Impulsively

Not one of us is perfect in this respect. At one time or another in our lives we have all made fast decisions and ended up regretting them. If you lack confidence, and draw conclusions on the basis of negative feelings and ideas about yourself, new decisions will be acted upon now and in the future that will be regretted. The point is that you must think problems over with as much logical reasoning as possible before making important decisions.

At this point in your school life, the decision to continue studies or terminate them will, no doubt, arise periodically. Along with personal problems, will be the difficulties encountered at school. Marks may be low, courses may be disliked, getting along with other students and teachers may

create a problem, etc. But, isn't this the point where true self-assessment is extremely needed? Certainly, the development of the "new you" takes time, and time is needed to grow. Give yourself a fair chance! Accept this new challenge of school work along with the continued attempt at self-improvement.

4. Balance in Daily Activities

A new activity, such as school, can make a person overly eager and therefore all energy is directed to this new activity. This is a very dangerous pattern to develop. When you return to school, remember your other daily responsibilities, whatever they may be. Don't feel you are going to direct all your spare time to studies. Other important responsibilities are well balanced and properly integrated into daily activity, school work can be taken seriously. If this is not the case, school work will end up being a burden and sooner or later will have to be left alone to deal with those daily responsibilities that have been ignored.

This would be a fine area to apply the idea of not acting impulsively discussed in topic 2. Balance your daily time-table. You will find patience and balanced scheduling is the best approach.

5. Adapt to Change

For students who are returning to school at an older age adaption to change may prove a difficult challenge. Being older can leave you with an uncomfortable feeling. You may have heard the saying "You can't teach old dogs new tricks." This is true if you want to believe it! On the other

hand a positive outlook, and a reminder of what you are and who you are should make you look at such a statement in a humorous way. Expand on it. "You can't teach old dogs new tricks--if you don't really want to try to."

In such cases you may feel older than some students and therefore "out of place". Only "you" can look at this in the right way. "I have returned to school because I want to increase educational standing; surely feeling out of place is a negative way of thinking, isn't it? There are many others in the same position."

6. Improve Social Relationships

This will be an important part of your daily life now. You will have to make a sincere effort to develop proper relationships with those around you in daily situations. There now will be individuals to meet and relate with from the student and teaching body. Some may feel that the teachers are to serve only one purpose, that of teaching. However, they can be looked upon as understanding adults who are willing to help you in school or personal problems. Respect their positions, but do not let this restrict a solid relationship from developing.

There are those you may associate with only briefly. You can do this in an acceptable way also. Be polite, sincere, and understanding. Remember, the other students have their jobs cut out for them as well. You can develop friendlier relationships with those around you if you remember to evaluate yourself as much as possible.

7. Visit Your Adult Counsellor Regularly

In addition to those suggestions put forth, it would be of great benefit to you to visit with the adult counsellor periodically. If the school has no counsellor, confide in a teacher you respect and feel can assist you. These people are trained in adult education. They may have experience with problems you may encounter, thus giving you the insight you need at a particular time.

It may be possible for them to suggest what part of your character needs improvement. They will also help you remain motivated, and it is a person you can turn to when you are in need of moral support.

The following case studies are for the purpose of a brief review of Chapters 1 and 2. Only the essential aspects of the individual's background and interview are mentioned. Through reference to the material mentioned in the first two chapters, answers to the questions after each case study should be developed through group discussion. Opinions arrived at will vary within each group. There is really no single set answer for each case. The important thing is that you see the specific problems in each case and can put forth acceptable suggestions to assist each individual in developing ways of coping with them.

Case Study #1

John was seen three years ago. At that time he was twenty-five years old, with grade 10 education. He wanted to attend night school classes to work towards completion of his grade 13. His major problem at that time was the fact that he appeared to lack confidence and wasn't sure his goal was a realistic one.

John (J) - "I would like to try and take courses towards completing my grade 13. But I don't know if I should try to."

Counsellor (C) - "Why shouldn't you try it?"

(J) - "I don't really know."

(C) - "That is rather odd isn't it? You want to go back to school in one sense and in another you seem to reject the whole idea."

(J) - "Well in a way I guess you're right."

(C) - "Can you explain what you mean?"

(J) - "Well, sometimes I feel I can be successful and at other times I feel like I'll end up failing. Frankly, I can't understand it. One time I feel confident about doing school work, then I get to feeling that it's a foolish idea. I'm twenty-five years old now."

(C) - "Were you successful while at school?"

(J) - "Well.... uh..... I guess, but I didn't really try as hard as I could have. Really I just scraped through."

(C) - "Have you been very successful in life since you quit school?"

(J) - "In a way I guess, but I have had a few jobs...nothing really great. I'm an average Joe...you know what I mean."

(C) - "Are you going to think about your plans for school some more?"

(J) - "Yes...but I hope to be sure before I decide to try to go back to school."

QUESTIONS--Case Study #1

1. What do you feel is John's major problem that is preventing him from returning to school?
2. Is he approaching his problem properly?
3. What suggestions in Chapter 2 would assist him greatly at this time?

Case Study #2

Ken had completed grade 9. He was thirty-two when he came to see me. He was married with two children. For the last ten years he had worked as a labourer. It was his desire to try and improve his position in life if it was possible.

Ken (K) - "I am married with two children. I am thirty-two but my present job seems to have me in a rut. I just don't seem to be getting anywhere in life."

Counsellor (C) - "What education do you have?"

(K) - "Grade 9 and I guess this is one reason I can't get anywhere in life now. I wish I had stayed in school."

(C) - "Can't you take courses now to improve your educational standing?"

(K) - "No! I'm too old, besides I have two children. Frankly, I never did do well at school."

(C) - "Why didn't you do well at school?"

(K) - "Always fooling around I guess, maybe I was too stupid... I don't really know. Anyway it just didn't work for me."

(C) - "What about now? Can't you go to night school?"

(K) - "I could I guess...but I'm too old, besides I've already told you. I'm not the brightest guy around."

(C) - "But circumstances are different now aren't they? If you want to improve your position in life you can try night school. You may be surprised at what you can do, if only you would take another look at yourself, and reassess yourself and the circumstances around you."

(K) - "Maybe...maybe.... I just feel like I can't do it."

(C) - "You could still work during the day, and take one or two courses during the evenings."

(K) - "Maybe, I'll think about it."

QUESTIONS--Case Study #2

1. Is Ken's present attitude toward life in general acceptable?
2. Since he left school has he really put forth an effort to improve personal circumstances affecting possible success?
3. Do you feel Ken could benefit from any suggestions mentioned in Chapter 2? If so, which ones would you recommend he attempt to develop at the present time?

Case Study #3

Mary was twenty-four years old and had completed grade 11. Ever since she could remember she wanted to be a nurse. Home situations, made it impossible to complete high school and qualify for nursing school. Since leaving school she has never found any employment interesting and as a result she quit many jobs.

Mary (M) - "Is there any way that I can obtain enough schooling to be able to take a nursing training course now?"

Counsellor (C) - "There are adult training programs and night school classes you could attend."

(M) - "Will they allow me to obtain grade 13?"

(C) - "They do give courses to that level, but a lot depends on your ability and efforts at this time."

(M) - "Well...I really tried to do well while at high school, but my marks were never above 65%."

(C) - "Frankly you may not be able to cope with the grade 13 program then."

(M) - "But I want to be a nurse!"

(C) - "What if you find this isn't possible, wouldn't you be happy with something that requires less qualifications but would allow you to work in the hospital setting?"

(M) - "I don't think so. Those aren't as important."

(C) - "But do you want to be a nurse to help people or are you concerned with the idea of becoming a nurse because you feel that nursing is the only important thing to do?"

(M) - "I don't know. I never really thought of that. Any way why should it matter? I just know that being a nurse is the only position that would make me happy."

QUESTIONS--Case Study #3

1. Do you feel Mary knows or is willing to accept her limitations?
2. Is Mary looking for the proper type of success?
3. Do you feel she can accept the fact that she may never be a nurse?

SECTION II

UNDERSTANDING YOUR BEHAVIOUR

(NEEDS, MOTIVES, GOALS, AND MOTIVATION)

CHAPTER 3

The purpose of Chapters 1 and 2 were to assist the student in viewing and realizing the important periods of time in his life, and also to put forth suggestions that would improve areas of personal character that were either absent or possibly weak. Actually, the student's views of himself in relation to past, present, and future and the effort that hopefully has been put forth to shape and reshape personal characteristics can be viewed similarily to a bodyman in a garage who looks a car over thoroughly and then proceeds to repair and clean up areas that have rusted or broken down over a period of time. The observation made and the repairs done, in both cases, is a direct result of sincere and constant effort to do an A-1 job of improvement.

Let us assume that the car we have been discussing, in addition to having a poor general appearance, has mechanical failure as well. It stalls frequently and the owner has been having a very difficult time travelling any distance. After the bodyman has completed fixing rusty and worn out spots it is sent to the licensed mechanic to find and repair mechanical problems. It would be quite useless to give the owner back the car after the bodyman has completed his work of improving general appearance. The owner would still have trouble travelling and although the car looked "in good shape" it would be very unreliable. It is up to the mechanic, at this point, to check the mechanics of the car and find out the reason for its poor performance, or behaviour.

Like a licensed mechanic you must attempt to understand your behaviour clearer in specific situations. Although you do not "stall" as a car does, it is possible that you are "sluggish" at times and in certain life situations.

In addition, you cannot check a motor as the mechanic does. But, equipped with the proper terms and concepts you can understand your behaviour, or movements, more fully. Understanding what makes you behave in certain situations can be of tremendous importance to you.

The majority of students returning to school are determined to do their best in order to be successful with their chosen school program. Unfortunately, due to lack of proper knowledge, they have difficulty directing their new found interest and energy into the proper educational channels. The end result, for many, is constant failure with courses, quitting school, or struggling on in a desperate effort to "do good", even though they don't understand exactly what they are after. The author points to the fact that we cannot discuss all the reasons and the many explanations for the varied behaviour in our lives. What is discussed in Chapters 3 and 4 is related to that area of behaviour dealing with what a person wants, how he goes about getting it, and the end result. There is little doubt that such an understanding will assist you in planning, selecting and maintaining interest in your chosen school course, or program.

It should be remembered that unlike the bodyman or mechanic your job cannot be finished in a matter of days, weeks or months. In fact, self-improvement, personality development, and analysis of behaviour must be a sincere, constant and continual responsibility.

An Introduction to: Needs, Motives, Goals

There is certain behaviour that is produced because of NEEDS, MOTIVES and GOALS of the individual. These terms, although new to many of you, will be

simply defined now along with examples and illustrations and then we can see how they are related. In Chapter 4 we shall discuss the importance of such a relationship, in everyday living and school success.

Needs

A need can be best defined for our purpose as "wanting or desiring something". In some cases it is due to the person's lack of something necessary, while at other times it is simply a lack of something desirable.

Every person has needs that must be satisfied throughout daily life. For example, the need for water, food and air. Without such needs that are certainly necessities, being satisfied, we know a person would certainly die. The needs mentioned are essential for an individual's survival. There are other needs that are also very important to the person's daily happiness and success. These, of course, are desirable needs. There is the need for money, companionship, affection, status, independence, prestige, etc. One may wonder why such a thing as companionship is a need. However, a little thought will make you realize that being alone for a long period of time can make a person very unhappy. For example, if you were stranded on an island alone the need for companionship would become quite evident. In fact money, something we all look at as a constant need, would be overlooked at this particular time for conversation with another human being after a very short period of being stranded on the island. (See Illustration 2.)

Independence is also a need. In this case the need appears to become more evident as a person grows from infancy to adulthood. In fact, an infant depends on his parents completely. During adolescence the desire or need to make individual decisions becomes increasingly noticeable. And, of course,

Illustration 2

the same person needs independence a great deal during his adult life. If you look back to your own personal growth and personality development from childhood to your present adult stage, the example should become very clear to you.

Goals

A goal can best be defined as an object, place or condition that a person works toward to satisfy a need. The following examples of an object as a goal, a place as a goal, and a condition as a goal should help the student in forming a clearer picture of the term.

(i) An Object as a Goal

A person wants a new car. In order to obtain it he works many extra hours during the year. At the end of the year he has saved enough to purchase the new car. He has reached his goal or, in this example, the object he desired. (See Illustration 3.)

(ii) A Place as a Goal

A person who gets into a car and starts out down the road is surely going somewhere. He may be going on a trip or just to the corner store. Whatever the purpose of the trip, a goal, in the form of a place is quite evident. (See Illustration 4.)

(iii) A Condition as a Goal

If you are in a very cold area of the world, and are dressed for a warmer climate your goal in this case would be to put on warmer clothing. This is a goal related to a condition. In this case to keep warm. (See Illustration 5.)

Illustration 3

Illustration 4

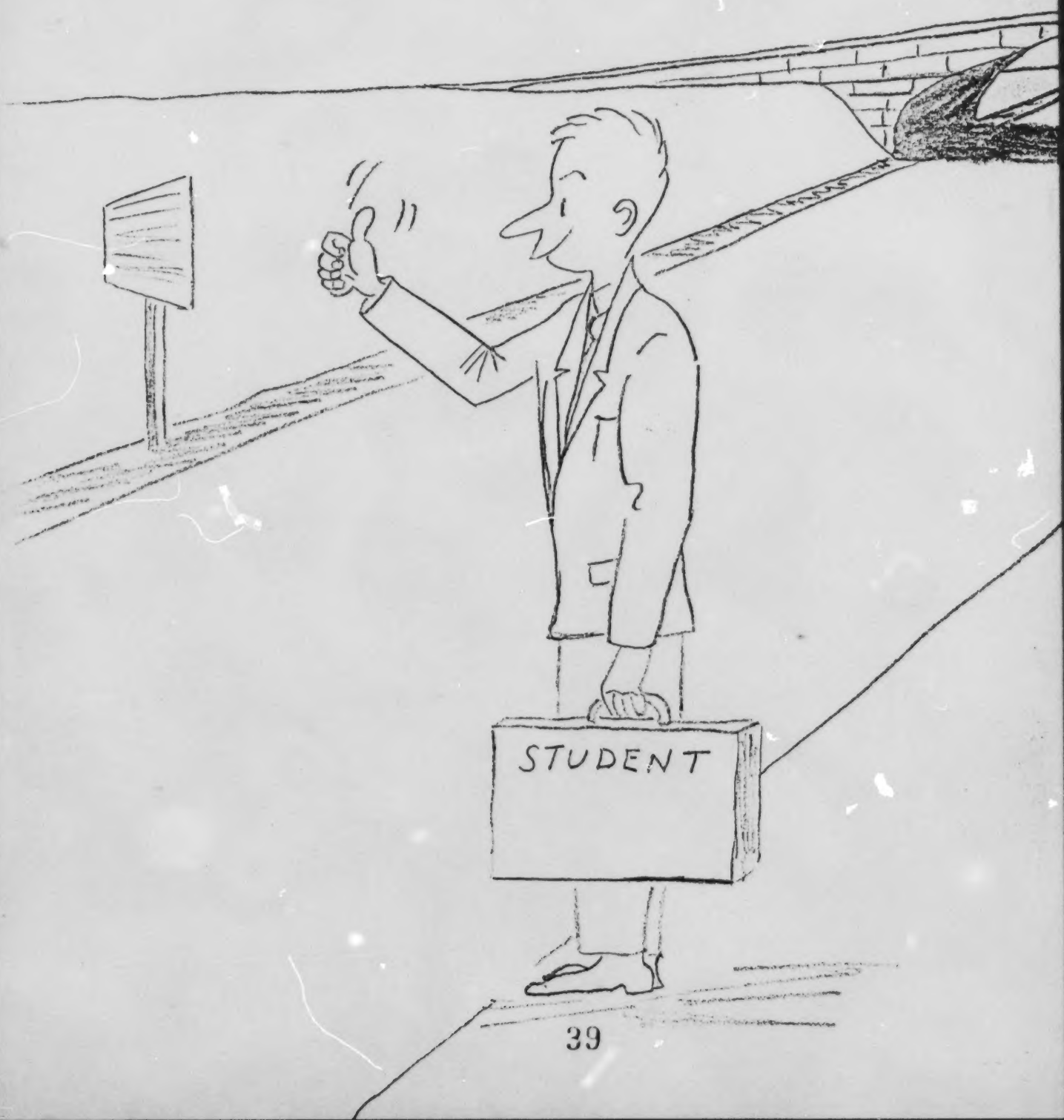


Illustration 5

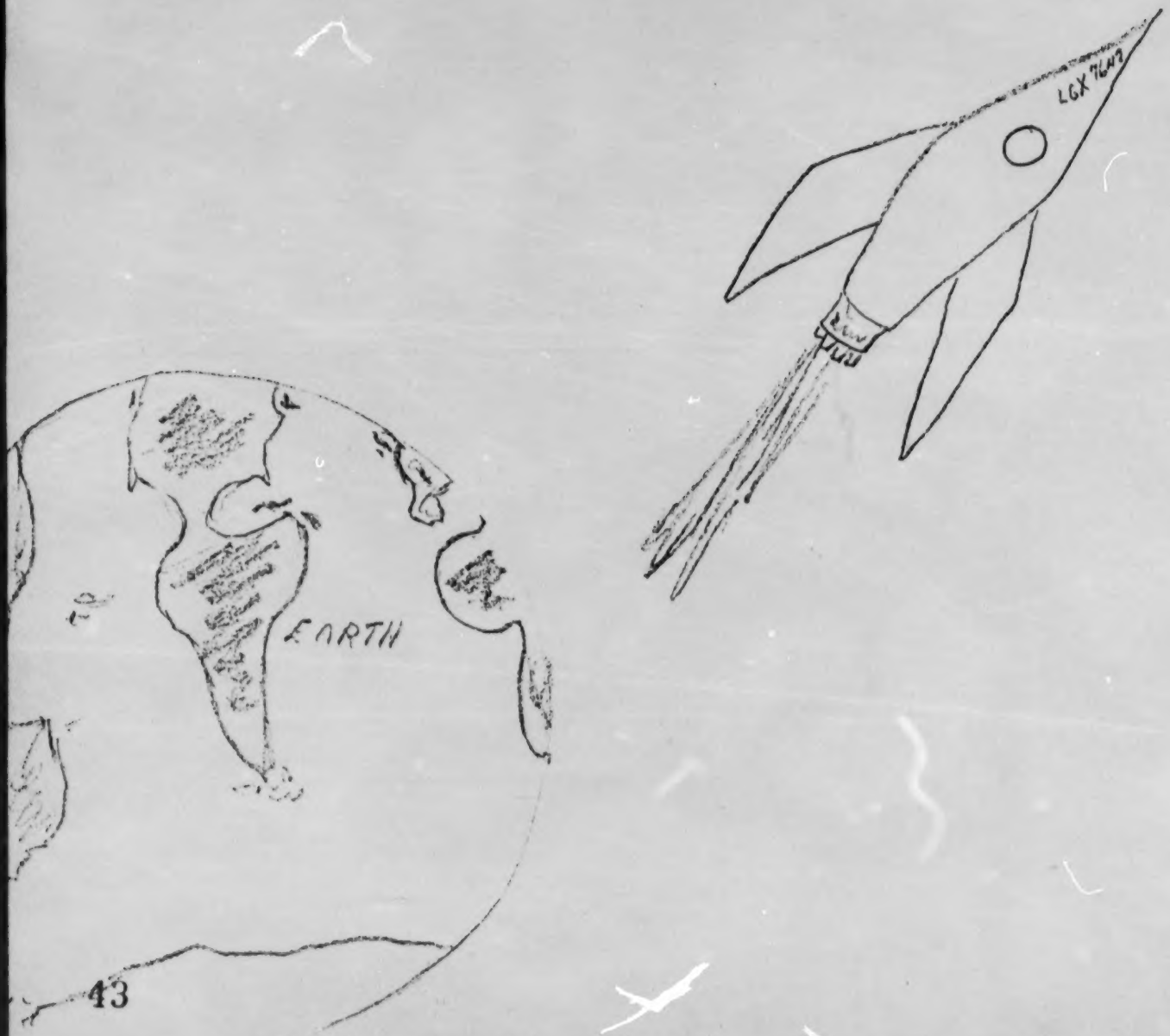
Motives

Have you ever attempted to jump over a ditch that is very deep and realized that if you weren't successful, you would seriously hurt yourself? No doubt this type of experience or a similar one has been experienced in your life. In fact even if the distance was not that great, the thought of falling into the deep ditch would make you reluctant to attempt the jump. But what has this to do with Motives?

A logical solution to the problem of crossing over the ditch would be to construct some sort of bridge. In fact it would be essential. This is similar to the problem of explaining how you obtain a goal after a need develops. Surely, a person does not develop a need, and then "just sit down" and wait for the need to be satisfied. How does one reach the goal that will satisfy the need? There is a bridge in this case as well. It is called a MOTIVE, and can best be defined as directed or meaningful behaviour toward places, objects, or conditions (goals) that can likely satisfy the need. That is, there is a reason for the behaviour. When we say a person is motivated we know then that he has a motive or reason for moving toward a goal. For the time being let us assume this motivated behaviour is brought about by "energy". We will discuss this "energy" in more detail in Chapter 4.

We defined directed behaviour and used the term "energy" to explain how the person maintains his behaviour as a motive. It is similar to a rocketship leaving earth and heading for another planet in the universe. The rocketship moves by the tremendous energy it has, and certainly travels in a meaningful or directed way. We can compare this to a human's "energy" and motive (directed behaviour). (See Illustration 6.)

Illustration 6



Relation of Needs, Motives, and Goals

The main purpose up to this point in Chapter 3 was to give the student a clear understanding of what the three terms under discussion meant in relation to certain types of behaviour. No doubt you have reached the conclusion that the three terms are related. In other words, needs, motives, and goals are "jointly" involved with behaviour dealing with what a person wants, how he goes about getting it, and the end result. The following examples will describe and simply explain such a joint relationship. Keep in mind the fact that they are very simply means of allowing you to see such a relationship. In Chapter 4 discussion of needs, motives, and goals is elaborated on, to specifically help you with developing more effective approaches to school matters.

An example of all three terms would be:

John has been out working in his garden on a hot summer day. He has worked very hard, and time has passed swiftly. He realizes that he is extremely thirsty. At this point he lays down his spade and walks to the house, enters the kitchen and turns on the cold water tap. A glass is picked up and filled with water and drunk. It is a refreshing drink, and a second glass of water is taken. John no longer is thirsty and turns around, walks out to the garden, picks up his shovel and begins working again.

It is quite easy to see a need is brought about in this example by John developing quite a thirst. His motive is then to quench this thirst. The goal developed during this period is to reach a place where water can be obtained. This is the relation between need, motive and goal.

A further example of all three terms would be:

Mary has been told that a new position will be available in a year at the office where she works. She has a chance to qualify for it if she has grade 10 standing in mathematics. Unfortunately, Mary quit school after grade 9. A fellow employee advises her of Adult Evening Classes at one of the local high schools, where it would be possible to take the required mathematics course. She enrolls, and for the next year works very hard. Her efforts are rewarded, as she is selected for the new position.

The need in this case is obviously the additional academic course. Mary's motive is to qualify for the new job. The goal is successful completion of the mathematics course. As in the first example, the connection between need, motive, and goal should easily be seen.

QUESTIONS FOR DISCUSSION--CHAPTER 3

1. Is a NEED, MOTIVE, and GOAL necessary during attendance at school? Why?
2. Are NEEDS, MOTIVES, and GOALS always related to acceptable behaviour?
3. What are some goals you have had in your life?
4. In the example on page can you find an additional need, motive, and goal?
5. Can you have a motive to do something without a need being present?

CHAPTER 4

MOTIVATION AND SCHOOL SUCCESS

An Introduction to Motivation

Chapter 3 served two main purposes. It gave the student an introduction to the psychological terms: need, motive and goal and also showed the relationship between these three terms. You have, in effect, not only learned three new words but should now have a clearer understanding of behaviour. This pattern of behaviour concerned with the relationship between need, motive and goal will be called a "behavioural cycle" from this point on. That is, behavioural cycle will refer to a completed pattern of behaviour starting with the need, development of the motive, and finally the obtaining of a goal.

The question now arises, then, as to what makes the person active enough to complete this behavioural cycle. This is a very important question, and it must be discussed now if you are to apply the knowledge of behavioural cycles in assisting you in present and future school success. If you were to ask a mechanic what makes a car move in a controlled manner, he would use terms such as key, acceleration peddle, and steering wheel. He would then no doubt explain the proper order of starting a car. The ignition is turned on, it is put into gear, the acceleration peddle is pushed down, and the steering wheel is under the control of the driver. He certainly isn't discussing human behaviour, but he has used a similar approach to the question he was asked. He used mechanical terms and also explained in an ordered fashion the events leading to the car moving.

But this doesn't really explain what makes the car become active. We only know by using mechanical terms the pattern of events that brought about the activity. The car actually moves by energy. In this example the energy is gas and, of course, the more gas used the faster the car will move.

In our last chapter it was briefly stated that directed behaviour, or motive, was brought about by energy. This energy we will now call MOTIVATION, and is simply developed from the strength of the need. If we did not have needs, then we would not become motivated toward a goal to satisfy a need. Remember, that in this case we can only use the term energy in an abstract way. That is, it is not as easy to explain as we can do with the energy described in our example of the car.

We know that a behavioural cycle begins with a need. The need may be a very strong or important one for the individual. Let us assume that a student is desperately in need of social recognition. Motivation will naturally develop and takes the form of energy. This motivation energy will "trigger" off directed behaviour or, in other words, a motive towards a goal. It stands to reason then, that the greater the need, the stronger the motivation or vice-versa. This then, is what we refer to as Motivation, the development of energy brought about by a need and related to a goal. Now we cannot only describe with psychological terms, the pattern of behaviour, but also the further explanation of what makes the person active. Therefore, when we say a person is highly motivated towards school work, we know there is a strong need, and also a high degree of motivation.

The author views motivation arising from the need as really, "non-directed energy". Like the boy who blows up a balloon then releases his finger to let the air out. The balloon immediately moves in all types of direction. That is, you cannot state an ordered pattern to its movements. Unlike this energy, we are fortunate enough to "tap" the energy or motivation developed from a need, and make proper use of it. We develop a motive or in other words have become motivated. Now motivation (energy) is directed in a useful way toward a goal.

We have to return to Chapter 3 once more. Actually all we did at that point was to explain "how" behaviour is organized. That is, we described a pattern of behaviour (i.e., first the need, then the motive and then the goal). Now we have gone one step further and explained "why" the behaviour takes place--the reason for the pattern of behaviour being completed. This question of why has been answered by the term motivation. Let us look at examples involving our term motivation:

Example #1

A runner develops a severe thirst after running a race (need). The next step in the cycle according to what we learned in Chapter 3 would be to state that a motive has developed. That is, behaviour directed toward a goal to satisfy a need. In other words, a search for water to quench his thirst. Now all we need to know is the term motivation to explain the reason for the active behaviour. The cycle is still concerned with need--motive--goal, the reason for the cycle being completed is now present. In other words, we not only explain the pattern of behaviour, but can now state that motivation (energy) produces the activity, or motive, to complete this behavioural cycle.

Example #2

A student may desire social recognition to be part of his group (need). He then, directs his behaviour (motive) in such a manner to satisfy this need. A goal, naturally is selected toward which the motivated behaviour is directed. Here we have used our terms need, motive, and goal to describe the pattern of behaviour, or in other words, the behavioural cycle. The questions arise "What makes the person active? What brought about the energy that kept him motivated, or behaving in a meaningful manner to complete the cycle?" As in Example #1, it should be clear that motivation, or energy, arising from the need brought about the behaviour to complete the behavioural cycle.

In summary, if someone were now to ask you then what is the reason for behaviour you could now use psychological terms: needs, motives, and goals, to explain "how" behaviour is brought about. Then, you could, as we have done, explain "why" the behavioural cycle is completed. Motivation develops from the need. This energy is used by the person in order to reach a goal that will satisfy the need. If this energy was not "tapped" and made to move in a meaningful direction (motive) we would behave similarly to the balloon mentioned earlier in the chapter. But who wants to move in such a meaningless way?

Suggestions as to How to Maintain Motivation Towards a School Goal

1. Selection of Friends

Returning to school will naturally cause decisions to be made in relation to your choice of friends. Are you going to associate with people

that are not attending school or are not interested in it, or are you going to attempt to meet new friends at school? In many cases, adapting to new situations involves making new friends. People attending school are interested in it: those who do not attend school are more likely not to be that interested in it. Some disinterested friends may feel you are "wasting your time", "that you are too old", "that you haven't got the intelligence", etc. Just stop and think about those remarks. Many of these opinions will come from "so called" friends who have minimal education themselves. No doubt they are searching and working toward other types of goals. Those at school are interested in what you are interested in. They want more education, and have had the courage to return even though past conditions restricted too much success the first time at school. These people "need" education, they are directing their energy or motivation toward obtaining a school goal. They are the people to associate with now.

Influences that develop from contact with others can be good or bad factors while at school. Think of those around you as good influences. Their enthusiasm, interest and efforts at school will help you direct some of your motivation to behaviour related to future school success. Association with past associates who are busy with work, outside social activities, etc., cannot help you at this point. Remain at school and associate with "the winners".

2. Keep Active and Interested in School

Study an average amount of time. Participate in school activities. Maintain constant and an acceptable communication with your teachers. Know how you are getting along. Each new success of any kind, can only "add fuel to your efforts at school work". Of course, if you find you are not doing as

well as you think you should, this can be a help also. It will help you put forth a greater effort, and suggest to you that you may be losing your motive for school work. A change for the best may develop at this point.

3. View Future Goals Properly

Attempting to reach a goal that is rather difficult and extending over a long period of time can be very discouraging. The person may lose interest or feel that the need, whatever it is, can be satisfied just as well with an easier and not such a "far away" goal. So instead of completing the first original goal he changes to one he feels can be obtained easier or in a shorter period of time. He may obtain the new and easier goal, but this is a very poor way of attempting to be successful. A school goal that is worth thinking about, is worth a fair amount of your motivation. We will be discussing this topic again.

QUESTIONS FOR DISCUSSION--CHAPTER 4

1. Do you think that a behavioural cycle is likely to be completed if there is little motivation involved? Explain.
2. State a goal you are presently working towards that involves a sufficient amount of motivation.
3. Explain the difference between MOTIVE and MOTIVATION.
4. Do you agree or disagree with the author when he states "The selection of proper friends with a high degree of motivation toward school goals is very important".
5. Name three ways you can maintain a sufficient motivational level in relation to daily school attendance and the obligations involved.

CHAPTER 5

IMPORTANT FACTS ABOUT SCHOOL GOALS

I Another View of the Past and How it Effects Present Behaviour

Why is it that with some present activities we perform well while in others we end up being hopelessly inadequate? In Chapter 1 we did find out that the past would definitely effect our present attempts at returning to school and the degree of success obtained. We can expand on the reasons to some extent now.

If we look back at earlier school days, it is clear that in such things as sports, hobbies, or even part-time work, success was usually present. Yet when it came to school work, success was limited because, "we didn't understand the work, or didn't like the teachers, or what was the sense in taking so many different subjects, etc...". Interest for school was almost absent. If an excuse was needed to avoid school work it was usually found. So in some cases we learned that some goals were easier to reach than others. And we also learned that certain needs, such as the need for social recognition, could be obtained in many ways. For example, in order to be liked and well known, it wasn't necessary to be a "good student", but a "good athelete". So naturally, sport goals would take the place of school goals because they were easier to attain--and with less effort.

The last paragraph should enlighten you in two ways. First of all you should have a better understanding of why you probably did not meet with school success in the past. Or even if you are thinking of returning to school you feel

you cannot make it a worthwhile effort. The habit of choosing goals that were successful in the past is still a poor habit. You possibly have positive ideas or confidence re: sports, etc., but not school work to satisfy various needs.

Secondly, in Chapter 3, we described need, motive and goal in such a way as to give the reader the idea that a need would be satisfied by only one goal. This is not the case! A need may be satisfied by a number of goals. This again helps explain why we avoided school work in the past. Successfully reaching the goal of scoring a winning point for a sports team, completing a book of stamps, or doing very good work on a part-time job certainly could give you the social recognition you needed. But social recognition could also have been obtained from having an acceptable school goal--and yet it probably wasn't.

Hopefully, this isn't what is going to happen now that you have returned to school. Your reason for returning is definitely due to a personal need. It may be for a certain type of academic achievement, self-recognition, status, prestige, etc. In any case, the author is quite sure your specific reason or need is an acceptable one. Make sure past experiences do not jeopardize the wonderful chance you have now. If you have some personal ability such as being a good athelete don't direct all your energy to reaching such a goal in order to satisfy a specific need as you may have done in the past. Also, realize that school work demands a certain amount of your motivation. All your motivated behaviour should not be directed toward "choice type goals". If this is not the case, then you will choose goals that are not really connected with school success, but other types of success. The following facts may assist you in choosing proper goals and may help you with proper approaches to school work.

II Four Aspects of Goals

In Chapter 3 a goal was simply defined as an object, place or condition that a person works toward. This definition would imply that all a person had to do was to set a goal and it would be reached--with little trouble. This is not really the case because selected goals can be more involved than a person realizes.

We have all wanted things in life that, at times, appeared impossible to obtain. Either we just forgot about them or accepted substitutes in their place. The thought of having a million dollars has crossed the minds of most of us. Yet, we come to realize it is very difficult to obtain. In such a case we either forget about such a goal, or accept the fact we are daydreaming. Other goals that appear more realistic also become difficult to obtain and in these cases we accept "second best", or substitute goals. For example, a person may save a long period for a new car. It finally becomes clear that a new car cannot be purchased as financially it will cause too much of a personal sacrifice. Therefore, a second hand car is purchased and the person is quite happy to get this "second best" choice.

It is healthy to realize certain goals are impossible to obtain. It is also healthy to accept goals that are "second best". However, how many times do we cheat ourselves out of goals that can really be obtained because we tell ourselves they are impossible, or some substitute will be sufficient? When we reach this point, it is time to become honest with ourselves and look at the situation realistically.

The writer feels any goal has four different aspects relating to it in varying degrees. It is rather important that these four aspects be known when choosing a goal:

1. Knowing What Is Really Wanted

We all must know what we really want. If you had a choice between two jobs, it is essential the right one is decided upon for personal contentment and happiness. This, of course, means the individual must know what goal is desired. In choosing the job, the person must know what benefits are important to him, then and only then can he choose the proper job.

2. Realize Effort Is Involved

Any future goal worthwhile obtaining is worth some real effort. Of course, effort will vary according to the goal selected.

3. Purposeful Behaviour

The motivated behaviour takes the form of purposeful behaviour which is shown to some degree by the effort put forth by the person. In order to reach a goal one cannot behave in varied ways. This refers to a plan of action, or purposeful behaviour.

4. A Sense of True Satisfaction

The person must also be aware of the idea of satisfaction. "Is this goal really going to give me a sense of true satisfaction?"

III Two Types of Goals

The author likes to divide goals into two types and, of course, such a division was derived from the four different aspects discussed above. They are labelled as Short-Term Goals and Long-Term Goals. It will be noticed that the involvement of the four different aspects of goals will vary within the two types.

Short-Term Goals

In this case the goal is simple and usually a short interval of time is involved from the arising of the need to the obtaining of the goal. For example, in Chapter 3, example #6, John needed a drink. He left his work and went in and obtained it. The need, in this case is quite evident. The effort in motivation is not that great. There is also a degree of knowing the satisfaction that will be obtained. However, the purposeful behaviour is not involved or concerned with serious planning. In other words this goal has been reached many times, and is almost automatic behaviour for the person.

Long-Term Goals

They are more involved. For example, wanting to learn how to swim, to dance, to drive or purchase a car, etc. In these cases we know what we want, realize effort is involved to a greater extent than with immediate goals, know there will be more satisfaction and, of course, purposeful behaviour is needed to a much greater extent than in immediate or short-term goals.

A long-term goal is difficult to reach for several reasons. First of all there is the time factor. If you have to work hard to reach your goal, that will take months or years to obtain, you may become discouraged. It is better to look at a long-term goal in terms of "pieced" or fractional goals. When a person sits down to eat a pie, the first thing he does is to cut it into pieces or fractions. He then proceeds to eat the pie according to his needs. Eventually, over a period of a week or so the pie will be eaten. We will discuss fractional goals again at the end of this chapter.

IV Ways of Choosing Proper School Goals

1. Know Your Limitations

It is wise to have a fair idea what abilities you have in relation to school goals. When returning to school it is not unusual to choose goals that are beyond your ability level. That is, you may want to be a doctor, engineer, technologist, office worker, etc. But, you just may not have the academic ability to reach your particular desired level of school success. Sometimes the need for achievement becomes a source of discouragement. Don't expect more of yourself than you are capable of producing. It is wise to work at an academic level you "can handle" and as you succeed and progress you will obtain a clearer idea as to what type and level of academics you are likely to be successful with. The important thing is that you don't choose school goals that will be too difficult, and thus prevent you from completing school training.

2. Have Positive Reasons for the Choice of a Goal

We have to assume that you have sufficient ability to be successful at academic work as discussed in (1.) above. There is no reason to feel you can't be successful at some level of school work. However, the strength of your motivation has a lot to do with success. In adult courses, those students with an understanding of vocational aims and are taking the courses relevant to these vocational aims, have sufficient motivation, and they will achieve higher grades than those just at school because they want a diploma. Those wanting "just a diploma" rarely do the best work, and drop outs and many failures are found in this group. So weak or doubtful goals may slow down the motivational level.

3. Accept the Challenge of Unrelated Courses

During your studies there may be courses that must be taken even though they appear to have little relationship to a future career. For example, if you have decided on becoming a draftsman, it will seem useless and foolish that you have to take English and history courses when they appear not to relate directly to your future career or drafting diploma. But without such courses you will not obtain all the courses required for your diploma. Remember, that learning to cope with courses that are not enjoyed will discipline you and when tasks arise that are disliked or prove difficult in the chosen field of employment you are more likely to be prepared to "dig in" and get the job done properly. In other words, although certain courses appear irrelevant--they are really part of the future school goal, and are an asset in the working world.

V Fractional Goals

It is only logical to assume interest or motivation will decrease if the school goal chosen is a rather long one to obtain. You may become discouraged and impatient, feeling the goal is "too far away" and "will never be reached". This can easily happen if small successes are not experienced as part of reaching the long-term goal. Attempt to view daily school tasks that are completed and done to the best of your ability as a segment or a fraction of the long-term goal. In this way motivation is not likely to decrease, and you are not as easily influenced to quit trying.

If you were paid to cut down a large group of trees it would be ridiculous to think of doing the job in one day. Just as ridiculous would be only "dreaming" of the day when the trees would all be cut down and the land cleared. Thinking without action will not get the job done. The wise approach

would be to cut a certain number of trees down each day according to the time you could afford to the task. In a few months the task possibly would be completed. It should be realized that fractional goals (cutting down several trees daily) was necessary before the long-term goal was completed--in this case the clearing of the land.

The following case studies are for the purpose of a brief review of Chapters 3, 4, and 5. Only the essential aspect of the individual's background and interview are mentioned. Through reference to the material mentioned in Chapters 3, 4, and 5, answers to the questions after each case study should be developed through group discussion. Opinions arrived at will vary within each group. There is really no single set answer for each case. The important thing is that you see the specific problems in each case and can put forth acceptable suggestions to assist each individual in developing ways of coping with them.

Case Study #4

Bill had left school for a year. During the year, he had worked in a supermarket, but felt he was not really advancing on the job. He felt that maybe it would be a good idea to discuss the problem, and to see if a return to school would be in his best interest.

Bill (B) - "Gee, I've been out of school a year, and really I don't feel I am getting anywhere. The job in the supermarket is boring, and it appears as if fellows with more education than I have get the promotions."

Counsellor (C) - "Weren't you advised when you were at school that education was important, and that it would mean a great deal when promotions came along in the working field?"

(B) - "Yes, but you know how it is. You aren't doing so well at school so the first thing that comes into your mind is to set out and make a lot of money."

(C) - "Are you making a lot of money?"

(B) - "...No."

(C) - "Why?"

(B) - "Because, I can't get ahead in my job. I know it is because I haven't got enough education."

(C) - "Weren't you successful at school?"

(B) - "Well..., when I did my work and was interested in it I got fair marks."

(C) - "When you were interested. What do you mean by that?"

(B) - "I was very busy at school. I was in three school clubs, and was on the basketball and hockey teams. This took a lot of my time."

(C) - "In other words it came before your school work?"

(B) - "Yes, I guess it did."

(C) - "Why did it?"

(B) - "I don't know."

(C) - "You don't know?"

(B) - "Well...you know how it is. Everyone else is doing other things at school. I didn't want to be a "square". Why should

I have studied hard when everyone else wasn't. Besides, people get to know you when you are in all kinds of school activities."

(C) - "Are you going to be so involved in other activities if you return to school this year?"

(B) "Gosh--no! I want to get through to at least grade 12, and then get into a trade. I have a few ideas in mind."

(C) - "So, in other words, your school work will be the first thing that you will think about. Other activities will be secondary."

QUESTIONS--Case Study #4

1. Do you think the counsellor would advise Bill to return to school? Why?
2. When Bill was at school he had a very important need. Can you describe it?
3. Imagine you have been counselling Bill. By referring to Chapters 3, 4 and 5, how would you explain his problem to him? Could you give him some good suggestions in order that he can now meet with school success?

Case Study#5

Mary is working on grade 12 courses at the present time. Unfortunately, she is planning on quitting studies because she is having trouble with the English and history subjects.

Counsellor (C) - "I am sorry to hear that you plan on quitting your school programme."

Mary (M) - "I am upset too, but the English and History courses are just too hard for me."

(C) - "What were you studying for?"

(M) - "I wanted to complete my grade 12 in order to qualify for an X-ray technician course in a hospital."

(C) - "That certainly is a worthwhile goal. Have you had trouble with English and History courses before?"

(M) - "No, not really. They just seem to have become a problem at this time. In grades 9, 10 and 11, I always got marks in the 60's in English and History."

(C) - "Oh! So this problem is a new one for you?"

(M) - "Yes."

(C) - "That is peculiar, isn't it?"

(M) - "I guess."

(C) - "Have you been doing as much study and review in these two courses as you are with subjects like Mathematics and Science?"

(M) - "Uh..., Well...not really."

(C) - "What do you mean, not really?"

(M) - Well, I'm not I guess."

(C) - "Is there a reason for not doing as much work in English and History?"

(M) - "Of course! Why should I spend so much time on such courses when they are not related to the work I am going to be doing. I think it's foolish. I'm going to need Mathematics and Science skills a lot more than English and History."

(C) - "So you have been neglecting them?"

(M) - "To be truthful, yes."

QUESTIONS--Case Study #5

1. Has Mary applied an even amount of motivation to all courses relating to her future goal? Explain.
2. What is Mary's major problem? What section of Chapter 5 deals specifically with this problem?
3. Mary's need could be said to be one of wanting to help others. No doubt her goal of X-ray technician is the one she feels can best satisfy such a need. Do you agree? Your answer should be in agreement with the answer to question 1.

Case Study #6

Kevin had always wanted to be a qualified mechanic. His marks in grade 12 were in the 70's and 80's. It was rather a surprise when he visited my office and stated he was going to quit school, and get a job in a garage. Not as a mechanic, of course, as he didn't have the necessary qualifications.

Counsellor (C) - "I'm certainly suprised to hear that you are leaving school, Kevin. I know you were always interested in becoming a qualified mechanic."

Kevin (K) - "Well, I have a chance to get a fairly good job in a garage now. I felt it would be a waste of time to spend another 2 or 3 years training for a trade."

(C) - "So it isn't the subjects that are too difficult, it's just the fact that you want to get out and work now?"

(K) - "Yes."

(C) - "You don't want to study for 3 more years?"

(K) - "No."

(C) - "But won't you regret such a decision at a future date?"

(K) - "I don't know. All I know is that I don't want to wait to get working. I have a chance to work in a garage now, so I may as well take it."

QUESTIONS--Case Study #6

1. Do you feel the fact that this is a Long-Term Goal is bothering Kevin?
2. If you were counselling Kevin would a discussion of fractional goals be a worthwhile topic for discussion?
3. Has Kevin accepted a substitute goal in place of a goal that is possible for him to obtain?

QUESTIONS FOR DISCUSSION--CHAPTER 5

1. Name three short-term goals.
2. Have you a long-term goal chosen at the present time?
3. What are four things you should think of when working towards a long-term goal?
4. Can a person be working towards more than one long-term goal at a specific time?
5. Would the idea of fractional goals be useful when you are involved in a short-term goal? Give two good reasons for your answer.

SECTION III

FRUSTRATION AND FAILURE

CHAPTER 6

A DESCRIPTION OF FRUSTRATION--AND CAUSES

If the student stops and thinks over what has been read to this point he will realize two main areas so important to school success and personality development have been discussed. In Chapters 1 and 2, main concern was with personal assessment and means to improve such an assessment. Chapters 3, 4 and 5 were related to behaviour and how to choose proper school goals.

The writer does feel that the adult student must not only know how to assess himself, understand reasons for behaviour and choose goals properly, but must also be aware of the fact that at times failure will occur. The problem is not only knowing what will cause failure, but what the result will be and how he can work out a satisfactory solution. In our case, we will be especially interested in solutions for failure connected with school work. Major reasons for school failure can be attributed to frustrating situations.

Frustration Simply refers to an obstruction or interruption of a goal a person is working towards.

If we look at the definition of frustration closely, we see that a goal is either completely blocked as the word obstruction implies, or is not presently available as the word interrupt implies.

It follows from our definition that the term "obstruction" refers to a barricade or obstacle that prevents movement. For our purpose, then, we will use the word "obstruction" when a goal cannot be reached. And if a goal cannot be

reached by a person it is surely looked upon as an unsuccessful attempt--or failure. The word "interruption" will refer to an unattainable goal lasting for a varying period of time and, therefore, failure is not always the end result.

Perhaps a few examples will further clarify the term frustration. Imagine a runner who is winning a race. All of a sudden a brick wall springs up in front of him before he can reach the finish line (in other words his goal). The brick wall is so long that it is impossible to go around it. The only possible way to get around it would be to scale the wall, but unfortunately the wall is too high. In this case, failure is caused by the frustrating situation, or the obstacle blocking the runner reaching his goal--the finish line. And as pointed out, the obstruction results in definite failure.

On the other hand the goal may be only interrupted and, therefore, only unattainable for a period of time. Let's take another look at our runner. This time he encounters a brick wall that is again too long to go around, but is not too high that he cannot climb over. It is clear that the frustration encountered in this case is not as severe as he encountered the first time because it is not a permanent blocking of the goal. Also, it is important to note that when we state an interruption involves a "period of time" we should remember that it can be a short or long interval of time depending on the situation encountered. The time it took to climb over the brick wall may have been of varying time--depending on the height of the brick wall.

What would bring about the obstruction or interruption of a goal? Surely a person would not want to be frustrated because, as we have said, it

would mean definite failure or failure for a period of time. The author views three major reasons for frustrated behaviour. We will discuss two of these reasons in this chapter.

1. Frustration Developed From Our Environment

We all have, although probably not fully aware of it, encountered situations in our everyday environments (all the conditions and influences that affect your daily life and behaviour) that have caused us to become frustrated.

We have experienced being late for work, meetings, classes, etc., rather frustrating wasn't it? However, in this type of case our goal was usually only interrupted for a period of time. Some minor situation or event prevented us getting to our destination on time.

The author recalls a time when he started out in the morning to reach a city quite a distance away to talk at a meeting. After a long and tiresome drive he was only an hour away from the particular city when his car ran out of gas. You can imagine how the author felt being so close to his destination and yet "so far away". Fortunately gas was obtained, and he did arrive for the speaking engagement--late. This was a frustrating experience, and the interruption did prevent reaching the desired goal on time.

There are numerous ways goals can be interrupted, resulting in a frustrating situation. You should be consciously aware of such possible situations, and realize what is actually taking place.

Let's imagine we are in a busy train station. Here you can view others encountering frustration (as probably many of you have). A man rushes in to the station, scans around frantically, finally converses with someone at an information

booth, then rushes off again, but in a definite direction. If you were to follow this man you would probably see him standing at the end of a long ticket line. No doubt he has been late getting to the station, and now is worried if he will get his ticket on time. The immediate purchase of a train ticket has been interrupted for several reasons. First of all traffic may have prevented early arrival, and secondly, the hussle and bustle in such a busy station has caused him some confusion. He is no doubt frustrated in the ticket line up because of such factors, and more so, at this point, because he fears the train will depart before he can board it.

We should keep in mind two very important points in connection with the two examples just discussed. In both cases, the frustration was due to an interruption of goals the people were working towards. Secondly, frustration developed from the "environment", or conditions and influences affecting their daily lives--and behaviour. And being only an interruption the goals were finally reached after some delay. We could say they experienced a feeling of failure, but it never materialized to such a point.

There are, of course, conditions and influences in daily life situations (environment) that obstruct or block a goal causing not only frustration but definite failure.

Jim X is an unemployed draftsman. One morning he receives an important call from a counsellor of a Manpower Centre, stating that there is a very good opening in the drafting department of a large firm. It is essential he be at the firm's head office by 11 a.m. for an interview. There are a few other applicants being interviewed at 12 p.m. and 1 p.m., but the counsellor

feels certain that Jim will be chosen for the position. He assures the counsellor that he will be there for the 1? a.m. appointment. Why not? It is only 8 a.m., and his home in the suburbs is only 15 miles from the firm's head office.

He starts out at 9:30 and reaches the expressway at 9:45. Approximately 10 miles from his destination there is a very serious accident in his lane of traffic. Within minutes he finds himself in a serious traffic jam. Traffic is at a standstill, and there is no possible way of moving ahead. In fact, there is no way of backing off the expressway because of the pile up to the rear. This situation certainly fits our example of an obstruction of a goal a person is working towards. Jim never reached the firm's office until 1:30 p.m. One of the other applicants was hired for the position. This frustrating situation resulting from such an obstruction also ended in definite failure.

Again, it is important to realize that factors in Jim's environment (the accident in this case) prevented the goal being obtained. It should also be clear that environmental factors are "anything" that affects a person's daily life and behaviour--i.e., weather conditions, other people, etc. The examples relating to the runner at the beginning of the chapter were also frustrating situations developing from environmental factors.

2. Frustration Resulting From Personal Inadequacies

When people talk of personal inadequacies they immediately think in terms of a person's intelligence level. That is, has the person the ability to pursue certain levels of study? Is he choosing courses that he can handle, etc.? This is an important area that can bring about frustration, and this

can be clearly seen. A student who wants to be a doctor, and has failed several years at public school, or is poor in mathematics and science areas certainly has chosen a goal beyond his ability or intelligence level. Naturally, the obstruction is personal limitations, and eventually frustration will develop and failure will definitely occur. There is another area of personal inadequacies that result in frustration that we sometimes overlook.

We have to be aware of physical handicaps that result in inadequate ability. The person who wants to be a successful basketball player and is only 5 foot 2 inches tall, or in that size range, certainly will encounter frustration and failure in that specific sport.

Other people encounter unfortunate accidents that result in personal inadequacy. For example, a student may excell in hockey and his future as a professional hockey player appears excellent. But, due to an accident or illness he loses the use of an arm or leg. To attempt to pursue a hockey career after such a physical loss would be ridiculous. If the student persisted in his attempts to be a professional hockey player he would encounter a great deal of frustration, and the obstacle in his way would certainly end in failure.

As in the case of frustration resulting from environmental factors, personal inadequacies can result in frustration that exists for a period of time, or blocks the goal so failure is almost certain. If you review this section the statement should become quite clear to you.

QUESTIONS FOR DISCUSSION--CHAPTER 6

1. Does being frustrated automatically mean a goal is not going to be reached? Explain.

2. List the following ten items that can produce frustration either under (i) Environmental Factors, or (ii) Personal Inadequacies.

(a) Poor weather conditions	(f) Poor study habits
(b) Car trouble	(g) Financial problems
(c) Colour blindness	(h) Wrong school program
(d) Low intelligence	(i) Weak spelling ability
(e) Inability to get along with others	(j) Lack of motivation

3. Name a way you have been frustrated at school in the last month or so. Would you say this was caused from the environment, or a personal inadequacy of some kind?

4. Do you suppose that a teacher could become frustrated if he knew the students in his class were not putting forth a sincere effort at their school work? Discuss.

5. Describe how any one student in your class could frustrate you, and possibly the class as a whole.

CHAPTER 7

INTERNAL CONFLICT--A THIRD MAJOR CAUSE OF FRUSTRATION

The cause of frustration discussed in this chapter differs from the causes mentioned in Chapter 6 in one very important way. Both environment and physical inadequacies can be viewed by a person in some obvious way. With our definition and examples of environmental conditions it is clear they can be viewed or clearly defined because they are "outside" the person. That is, conditions like the accident, the man in the ticket line, the runner, etc. Physical inadequacies can be clearly noticeable or can be explained through behaviour. Like the hockey player who lost the use of his arm, or the student who showed his inadequacies through inability to cope with mathematics and science courses. Internal conflict is "within" the person and naturally the cause cannot be detected as easily as in the two causes of frustration mentioned in Chapter 6. The obstacle is not observed or "outside" the person, but thoughts developed within the individual. What do we mean by the term internal conflict?

Internal Conflict Implies that a person is reacting to two courses of action at the same time. The person becomes emotionally troubled because of the inability to make a decision that will lead to one specific course of action. We could define this another way: The conflict refers to deciding between two goals, and becoming emotionally troubled because of the inability to take a definite course of action, and thus directing motivation through motivated behaviour to one of the two goals.

Deciding Between Two Desired Goals at the Same Time

To this point we have described goal selection as either being the one desired or, if necessary, a substitute goal. The problem arises when a person has the desire for two goals at the same time. In other words, both goals are of a positive nature for him and unfortunately they both arise at the same period of time.

There are many examples related to this problem. A young man has been trying for months to take a certain girl out with no success. After many attempts he phones her one afternoon, and to his surprise and delight she accepts an invitation for dinner and a show that evening. Later on in the afternoon he finds that a friend of his who he hasn't seen in five years is going to be in town for the evening and would like to see him as he has to leave late that evening and does not know when he will be in town again.

This develops into internal conflict between two desired goals arising at the same period of time. In other words, the young man will have a very difficult time in choosing between the two desired goals. Motivated behaviour is torn between the date and that of seeing his friend.

The real problem is that one goal has to be satisfied. He can't take the girl out without realizing he will not see his friend for a very long time again. If he decides to see his friend, it is likely he may not get another chance to go out with the girl he has been trying so hard to take out on a date. He has to fail in one of the goals. This is a frustrating situation that the male adult student should appreciate considerably.

Having to Choose Between Two Undesired Goals Arising at the Same Time

The author has no doubt that this type of conflict will come as a surprise to many readers. Usually when you think of choosing between two goals it is assumed they are desirable ones. But this is not always the case. Many times we have to decide between two goals that are negative or really not desired. It is not too difficult to find such negative goals and the necessity to choose between them in many daily life experiences.

For example, there are people working on jobs that don't like them. They have a choice in this case, to quit the job and become unemployed or just carry on. This is a common type of choice between two negative goals. Usually, the person will choose to keep the job although it is one of two negative choices--or results.

Students many times encounter this type of conflict between two negative goals. They have to study for a future examination or they can avoid study. In either case the result is negative. That is, if he doesn't study he will fail, but in order to pass he has to study. This can cause a person emotional trouble and the reason is quite clear. You may think it is not really a problem what the student should do. But, if you were in this situation it may prove a difficult conflict to solve.

Internal Conflict Arising From One Goal

From what has been said about conflicts arising from goals, it would seem rather foolish to think one goal could bring about frustration. But this can actually happen and is the most difficult type of conflict to solve.

Let's suppose a boy has been brought up in a very religious home. The religion in the home has stressed the fact that fighting is a serious sin. Then the boy reaches the age of 19, his country becomes involved in a war. He knows that it is only right that he enlist to help his country. At this point the goal (enlisting) becomes the seed of conflict. He wants to do what he feels is right for his country and yet he feels guilty at the same time because since childhood he has learned that any form of fighting is sinful. The one goal then has brought about emotional trouble because no matter what he decides he will feel upset. That is, if he joins the army he will develop guilt from what he has learned as a child. If he doesn't join the army he will feel bad because he isn't being patriotic. The reader should see that this would be a very difficult type of conflict to solve.

This type of conflict can relate to school goals. For example, Ken has always realized that he should do all he could to help his parents. He knows this is a moral responsibility. After graduating from high school he receives a wonderful chance to attend a well-known university to pursue his childhood wish of becoming a surgeon. A few weeks before he is to leave for university his parents' store is destroyed by fire. They had little insurance and they are financially bankrupt.

The circumstances have led to a conflict relating to his goal. Because, if he goes to school his parents will find it very hard to survive. It is his responsibility, he feels, to help them out at this point. On the other hand, if he does this he will lose the one thing he always wanted. Actually the conflict is between what he feels is morally right and what is a value to him.

QUESTIONS FOR DISCUSSION--CHAPTER 7

1. The author has defined internal conflict by pointing to its relationship in deciding between choice of goals. Could you define it in another way, that would be just as acceptable? (Hint: involve the terms need, motivated behaviour and motivation.)
2. Would you agree that frustration resulting from internal conflict is more difficult to solve than that developing from the environment or physical inadequacies? Discuss.
3. Name two desired and undesired goals that are causing you some degree of frustration at the present time, and that are connected to your school life.
4. Would motivational conflict be just as suitable a name as internal conflict in describing our third major cause of frustration?
5. We have mentioned three major causes of frustration in the last two chapters. How would you list them in order of difficulty (i.e., for you to solve)?

CHAPTER 8

EFFECTS OF FRUSTRATION AND WAYS TO DEAL WITH IT

Now that we have discussed the three major areas that can bring about frustration, no doubt the student has developed a few questions connected to this problem. What is the effect on the person when he is frustrated and cannot reach his goal? Secondly, are there any suggestions that the student can use in dealing with frustrating situations? The author will discuss these questions in this chapter.

In discussing the results of frustration and means by which the person can deal adequately with it a few points that the author feels are very important should be kept in mind as the following pages of this chapter are read. Remember, at all times that you are an individual and as an individual things that make other people frustrated may not necessarily hold true in your case. Yours is a unique environment and as such things will bother you that will not affect others--and vice-versa. Also, keep in mind the fact pointed out in Chapter 6. Frustrating events do not always result in failure. However, if the event is frustrating and the person fears failure is going to come about then he will be affected as if failure actually occurred. It must also be remembered that the effects of frustration will vary in relation to the situation, and also the period of time the frustration lasts.

Aggression

A common result of frustration is aggression, and usually refers to hostility and anger. And we know what can happen when a person is angry or hostile, he will strike out at that which has caused him to become upset.

This can be in the form of violence or just a verbal attack. It is a frequent occurrence to see a man in a traffic jam using profanity and pushing down on the car horn in an attempt to get the cars ahead moving. This is the result of frustration. Naturally as the traffic jam breaks up he becomes calm and relaxed.

At times it is a more serious type of aggression as in the case when a person loses his temper and strikes out hurting someone. There are many people who have been frustrated for years because they haven't succeeded in becoming successful. They grow to resent and hate society in general. Their anger can take many forms, robbery, murder, etc. Or they criticize everything and everybody.

Withdrawal

This is actually the opposite extreme form of behaviour resulting from frustration. In this type of behaviour the person may still be in the situation, but does not participate to any degree.

There are many examples of such behaviour. A student may attend all his classes. He may always be on time. But, when it comes to class participation he will withdraw. In other words, he will refrain from giving answers, doing homework, etc., and in general "falls behind". If the situation was investigated it may be found that he has been meeting with failure for some time. Something relating to the school work or class has been frustrating him. Unlike the aggresive student who would walk out of class in a fit of temper over frustration, this particular individual resorts to the opposite extreme and remains passive or "non-active".

Many people become so withdrawn because of a frustrating situation that has continually ended in failure that they end up needing medical assistance in one form or another. A child who is always ignored in order to give an older sibling praise, encouragement and affection views the situation as a frustrating one.

Fixated Behaviour

This refers to repeated behaviour toward the same goal or "fixed" behaviour as the term implies. It would be thought that when a person is in a frustrating situation he would attempt a new form of behaviour. But this is not always the case. A good example of this type of frustration is the person who is losing money in some gambling game. Instead of stopping when he is losing he persists in trying to win his money back. In most cases the person only ends up losing more money.

There are students who, through frustration, remain fixed on one goal. Of course they have had a long period of desiring one specific school goal. When they fail or find the course work too difficult instead of reviewing the situation and trying to search for a more logical goal, they are determined to get through the course "if it kills them". It may as well kill them because they remain frustrated and very unhappy people in the final analysis. Instead of struggling on, determined to get the "one and only goal" it would have paid them to choose an easier and more logical course. We will discuss this again in the section on ways to deal with frustration.

Ways to Adjust to Frustrating Events

1. Accept Things that Cannot be Changed

This is a logical approach to frustration. If a desired goal is not obtained due to factors in the environment or by personal inadequacies they

cannot be changed. If you fail an examination or are unable to attend classes for a period of time because of bad weather, sickness, etc., nothing can be done about it. The best approach is to accept the failure and attempt to meet new challenges and school goals in a way that may not restrict such happenings again.

2. Decide on New Goals (avoiding frustrating conditions)

If a goal cannot be reached it would be foolish to maintain a defeated attitude. Surely there is a goal that would be just as acceptable as the original goal. Don't dwell on failure. A student who is studying to be an electrical technician may find he cannot cope with the mathematics involved.

This is an obstruction resulting from personal inability. Natural failure will continue to occur if the student insists on pursuing the goal. It would be much wiser, and in better taste to decide on a new goal. For example, he may look at other areas where technicians are needed--but one demanding little mathematical ability.

3. Remember Your Individuality

The author points out this fact again, and feels it can be overlooked at times, that you are an individual. Remember that things that frustrate others do not necessarily have to frustrate you, and vice-versa. What appears very frustrating to one person in your class may not relate to you at all.

This point should "always" be in your mind when you hear a group of students discussing some problem or situation they are frustrated with at school. It is their problem, and at times the individual can be influenced in "following along". This is when maturity and a clear understanding of self is very crucial.

A group of students may dislike a teacher because they feel he is covering the work too rapidly. As a result, they are frustrated and discontented. This is when you must take "stock" of your personal position in such a class. Perhaps you are getting along fine, as others in the class are. In such a case, the problem of the discontented group is not one you certainly should get involved in. Many times the individual is influenced by a group, and participates to help them out. Unfortunately the consequences can be severe, and unnecessary involvement causes you a great deal of upset.

4. Be Aware of Emotional Change

When you are frustrated, anger may make you do things you will be sorry for at a later date. If things aren't going well at school during a certain period you may feel so upset that you will give up or, in a fit of anger do something rather illogical. In such cases, your decision will possibly be to quit school and you will no doubt regret such a decision at a later date.

Do not confuse this frustration with impulsive behaviour mentioned in Chapter 2. In this case we are talking about emotional involvement due to failure. In Chapter 2, we were concerned with any type of impulsive behaviour, not necessarily related to frustrating events. It may be wise to review the suggestions of Chapter 2 at this time.

5. Don't Become Too Dependent--Develop Maturity

If you encounter failure, it is not acceptable to become too dependent on others for guidance--to an abnormal degree. Be prepared to adjust and make mature and independent decisions about new goals that you can pursue when the original one cannot be reached.

Such maturity is extremely important when encountering internal conflict. Don't remain undecided, because the longer the conflict remains the severer will be the results of frustration. For example, when deciding between two desired goals it will do you absolutely no good to remain in a state of conflict. Hopefully, you view the situation maturely, and realize one of the goals is better than nothing at all. Usually, if the person is mature and has developed independent thinking patterns, he will decide between one of the desired goals in a short interval of time.

A similar approach is needed when you encounter two or more negative goals, or even one goal that has a positive and negative aspect to it. Remaining undecided, as mentioned, solves nothing. A decision must be made, and the consequences accepted. This is when maturity and independence become crucial portions of "your" personality.

Case Study #7

Jack (J) - "I'm getting so fed up with school that I'm going to quit."

Counsellor (C) - "If you are going to quit, why did you come in to see me?"

(J) - "Well..., I wanted you to know I guess."

(C) - "Possibly, you don't really want to quit. Has something brought this decision on?"

(J) - "Yes."

(C) - "Can you tell me something about it?"

(J) - "Well, returning to school has really been harder than I thought it would be."

(C) - "Oh, so the course work is giving you trouble?"

(J) - "No. It is very difficult to support my wife and child. I work as much as I can during the week. But, then I find my school work suffers."

(C) - "Are you taking too many courses? Perhaps you should have stretched the year's school work over a two-year term."

QUESTIONS--Case Study #7

1. Is the cause of frustration for Jack one of: (a) environment, (b) physical inadequacy, or (c) internal conflict?
2. Can the frustration developing from question 1. be cleared up any way?
3. Do you suppose Jack could develop aggressive behaviour in this case? If he did would it be directed toward the "real" cause of his frustration?

Case Study #8

Joan (J) - "Sir, I have been feeling very upset in the last two months. Nothing seems to be going right."

Counsellor (C) - "Is it because of your school work, or does it relate to your daily life."

(J) - "At first, it was due to two failing marks during the first month at school. In the last month I am failing nearly all my courses. Those I succeed with are with very low marks."

(C) - "So this problem appears to be growing each day, and you have seen it affecting activities even outside of school?"

(J) - "Yes, I've got to the point now that I don't even want to go out with my friends. How can I enjoy myself when I am failing at school, especially when I put so many hours into school work and home study?"

(C) - "Tell me Joan, were you very successful in your earlier school days?"

(J) - "No, not really. I always had to work very hard to pass with a 50-60% average."

(C) - "What is your chosen school goal now that you have returned to school?"

(J) - "I am trying to get all my high school subjects so I can go to medical school."

QUESTIONS--Case Study #8

1. What is the cause of frustration in this case?
2. Would you agree that Joan has developed "fixated behaviour" towards her future goal, and that this is affecting her life in general?
3. What are the effects on her behaviour?
4. What can she do to remedy this problem?

Case Study #9

Paul (P) - "I'm so mixed up sir. I just can't seem to make a decision about a personal matter, and it is now causing me to lose interest in my studies."

Counsellor (C) - "Do you think you can discuss it with me at this time?"

(P) - "I guess."

(C) - "What is bothering you?"

(P) - "Well, next year I have a real good chance of going away and taking an apprenticeship in electronics at a trade school."

(C) - "That certainly doesn't appear to be a problem as far as I can see."

(P) - "But, I have an obligation at home. You see my mother has been alone for the last five years, and has depended on me for support. I realize this will cause her many problems if I leave. Also, it has begun to bother me already. I think this is one reason why I am losing interest in my studies."

(C) - "You probably feel that there is no real sense in doing your best at school if there are possibilities that you will not be able to go to trade school next year."

(P) - "Yes--I feel this is really becoming a problem for me to solve."

QUESTIONS--Case Study #9

1. What type of internal conflict is involved in Paul's case?
2. Do you feel that Paul's conflict arises from a real concern, or do you feel it has developed from lack of maturity and ability to make decisions?
3. How would you solve a similar type of conflict in your personal life?

QUESTIONS FOR DISCUSSION--CHAPTER 8

1. The author feels that in certain cases aggressiveness is an accepted form of behaviour due to frustration. Would you agree with the author's view?
2. Have you ever become angry and aggressive because of a frustrating event in your personal life?
3. Can "fixated behaviour" ever be an asset to an individual? Explain.
4. Can you think of something that has frustrated you to some extent today?
5. Is withdrawn behaviour always due to frustrating situations, or can other factors in a person's life cause such behaviour?

SECTION IV

PREPARATION FOR STUDY AND EXAMINATIONS

CHAPTER 9

SUGGESTIONS FOR SELF STUDY

There are numerous textbooks written dealing with how to study. Usually the suggestions are excellent. It would be repetitional for me to go over all these study methods. I do feel that the proper approach is to briefly list methods that helped me in my studies. No one can argue that they were not an asset in my case. However, this is the point, in my opinion, that must be pointed out and remembered by the reader. You can read many texts and numerous suggestions on how to study, but they certainly will not all apply in your specific case. Therefore, what is suggested in this chapter can only be evaluated by you. Perhaps some of the ideas may be useful while others will be rejected. I can only suggest that you attempt to employ those that appeal to you. It is hoped that other texts can be read that discuss study methods. In time, and with experience of success and failure you will develop a well structured and individual group of study habits.

Perhaps some readers feel this is a poor place to insert a section on study suggestions and ways to prepare for examinations. Why weren't they inserted at the front of the text? Well, the author feels he has a very good reason for placing these two chapters in this position in the textbook. It is my belief that all the suggestions and directions in the world will prove useless to a student who has little knowledge of "self", motivation, goals, etc. One must know himself, what he wants and how he is going to get it before specific action is attempted. I feel confident that the preceding chapters have given you insight and ability to pursue the proper school goal. Now you must become active--in a purposeful manner. The following are a few possible suggestions that may prove beneficial to you.

1. Attitude and Study

It is always a nice feeling to know that you have returned to school work. But you cannot be an actor in this respect. That is, you cannot play the "role" of student alone. There must be a desire to fulfill school work and related obligations. Attending classes on time, taking notes and memorizing them, etc., is not enough. You must become involved to a much greater degree. There must be a specific time outlined each day for study and pursuit of new knowledge in course work. There must be a sincere feeling of wanting to accomplish a level of academic achievement to the "best of your ability". Without such dedication you will no doubt play the "role" of student, and the end results can only be minimal success, or even worse, failure.

2. A Developmental Approach

This topic actually relates to the discussion in Chapter 2 concerning impulsive behaviour. Wanting to become totally involved in school work to a point where all other daily responsibilities are ignored. Such an approach can only lead to confusion, emotional upset and eventual termination of your school program. You are human, and because of this over obsession with studies can be to your disadvantage early in your return to school.

The old saying, "you have to crawl before you walk", is quite true in the case of studies. Work along with the class, and follow suggestions given to you by your teacher. Learn what your capacity level is by a slow but building up type process.

As time goes on you will gradually devote an increasingly amount of time to study. Finally you will know what period of time to devote to regular study activity.

3. Designate a Specific Time and Place for Study

I do feel this is a very important area for discussion. A definite time of day designated to study and review is very essential. Whether it be an hour in the morning or an hour in the evening is not really the question. Some people find they get more accomplished in the early morning while others find evening study more beneficial. This decision is left to the individual student. I found an hour or so before breakfast was ideal in my own case. There are a few good reasons to pick a specified period of the day for study. If something comes up that is important it can be looked into at any time other than during your study period. Once you develop an ordered time pattern for study, other things in your daily life will become more ordered.

It is just as important that one special area be used in addition to a specific time. You eventually grow accustomed to noises in one area, and they logically become less of a distraction. For example you may study in the kitchen. There are noises from outside, possibly the sound of other people in the house, etc. But sooner or later you condition yourself to adopt to familiar sounds. A move to another part of the house means new adjustment to objects, sounds, lighting, etc. I found that the best area, if it is possible, is to find a room that is rarely used by others. Perhaps your bedroom, or a room in the house that is not used during the time you have set aside for a study period.

4. Divide Your Study Period into Small Units of Time

Each individual has a limited capacity in which he can absorb material. If you plan on sitting down to study for one full hour without a break a great deal of time is going to be wasted. Usually a period of fifteen to twenty minutes is the period during which material is actually absorbed. The rest of

the hour you will only be going through the motions of studying. Take a ten-minute break after a short study period, and then return to your work after that period.

5. Avoid Unnecessary Noises

Some educators feel that a person must have an area in which to study that is eliminated from all noise. The author does agree that noise from a T.V. set, other people talking, etc., should not be present. These are truly noises that will disturb concentration. What about a radio? I do feel that if a certain type of music motivates the person then there is no harm in listening to a radio during a study period. I know that in my case complete silence was just as disturbing as having all kinds of noises present. However, music on the radio did help me, and usually it was played during study periods. The individual has to decide on what noises disturb him and which ones do not.

CHAPTER 10

PREPARING FOR EXAMINATIONS

No adult student would argue that success of any kind can be achieved through sincere effort. Perhaps success will be small or very noticeable, but effort is essential in any case.

As an adult student you may have not lost the negative feelings you may have about writing examinations. However, you should be mature enough now to realize they not only benefit you, but your teacher as well. The teacher must have some way of comparing your performance with others in the class, and surely you want to know how you compare with other students at the completion of a course. The following discussion and suggestions may benefit you when preparing for examinations.

Avoid Early Pitfalls

Don't figure, as many students do, that you can sit down the week before an examination and get fully prepared for it. Other students may do this and this is fine--if that is the way they want to gamble with school success. Surely you realize that "cramming" for any examination is the poor student's approach.

Get in the habit of doing a little review each evening. It doesn't take much time or effort to look over notes and review questions. Keep in mind the fact that a little extra work as you progress in course work gives you that extra confidence at examination time.

Necessary Work Preparing for Examinations

(a) Continually Cover the Entire Course

There are students who study for examinations, but in a rather selective manner. They go back over parts of the course they enjoy and understand. Unfortunately this is not always the material the teacher covers on an examination. These students rarely do well on examinations.

Personal selection of material is not an acceptable means of review for any examination. You must cover the entire course work. In fact, this is the only way to find out what you do know and what area of course work proves a problem for you. Then it is clear what must be done. There must be an earnest effort to get help in some form with the material in the course that is proving a problem for you. Ignoring this responsibility is not the answer.

(b) Practise Writing Essays

I found that sitting down and writing essays on areas of a course helped considerably. There is no pressure in this approach. What is important is that you can correct your own work, and stress concentration to areas of weakness. I found that many times on a final examination I had written the required essay out during practice drill, or else the question was similar enough to my exercises that there was no real problem connected to the examination question.

(c) Read New Material

This may sound like a foolish idea because it means extra work. However, many times authors approach a subject rather differently and arrive at conclusions different than what you have in your notebooks. This contrast of ideas can help you keep certain topics fresh in your mind because you are

comparing different views of different writers continually. In addition, you will no doubt encounter new terms related to the course, and such terms are always good to know and insert on an examination when possible. It does indicate you have done additional work on the course.

Final Preparation

(a) After you have made a careful review of course material attempt to visualize important questions that could possibly be asked. This not only necessitates review, but you actually begin to structure the course into logical components.

(b) Again, check over work that you are not sure of. In fact, at this point it would be wise to spend extra time on such material rather than that which appears fairly clear to you.

(c) At this point it is suggested you develop a small group for discussion. Of course, you must be highly selected in this matter. Don't allow students to be part of the group who won't contribute to discussion. You will find that by giving your information to others it will be learned to such a point that it will be easily remembered on the examination. In addition, individuals in the group will possibly bring up a few points that you had overlooked. Or, they will be able to explain a difficult section of the work to you that has not been fully mastered to this point.

(d) The author found it useful just before an exam to develop an outline of the course. This would involve important areas that would likely be on the examination and also give you a chance to review terms, formula, etc.

The Day of the Examination

At this time there are a few procedures that should be followed in order that you can work to your best level of ability. Of course, these suggestions are only the author's views and they are to be applied only if the student sees some worth in them.

(a) Maintain a Degree of Confidence

It is normal for anyone to feel a little unsure of himself a few hours before an examination. Have I studied the right things? Do I really know the work? What about the section we covered last week...etc.? I can assure any student that if the proper amount of study and preparation has been done for any examination there is little to worry about. And remember that worry at this stage of the game is rather ridiculous. In fact, a person who worries at the time of an examination possibly feels guilty that he hasn't put forth a sincere effort for the examination.

(b) Avoid "Anxiety Groups"

When you arrive at the place where the examination is being held you will encounter little groups of students either on the grounds or near the examination room. I advise that you stay away from them. Don't participate in such group discussions. It is usually these students who are "worried" and are desperately trying to obtain information that are found in such groups. I choose to label them "anxiety groups" because they show signs of actual fear. They are "cramming" at the last minute, and in my opinion this is evidence enough of the effort they have shown in preparing for the examination.

If you have formed a group previously to discuss the course in readiness for the examination you should look around for them. They will be the students to converse with at this time. Likely they will be relaxed and discussion will relate to other things than the coming examination. In this way you avoid the "anxiety groups" and no doubt the possibility of becoming highly anxious yourself.

(c) View the Examination Area

If you can get to the examination room early it is suggested you do so. This will give you time to adjust to the setting and general atmosphere. In this way you will save such time when the examination begins. For example, you can look over the seating arrangement and decide where you would like to sit. Such a decision should involve many factors such as, where you sit in class, area of minimal distraction, distance from the examiner, etc.

Early Examination Procedure

(a) Scan the examination paper. This will give you a general idea of what is contained on it, and should develop a certain degree of confidence for you.

(b) Attempt to break the paper into units of time, allowing so much time for each question. This plan may not work out entirely, but you have at least eliminated the chance of spending too much time on one section of the paper.

(c) Try to allow yourself at least ten minutes to review the examination paper. Many times you will find errors, or places where certain information could be inserted to give you extra marks.

(d) Leave the examination when you are ready and are convinced you have done your best possible work. Many students see others leaving early and they become excited. Don't be concerned with others. They may leave early because they know the work better than you, they have written this type of examination before, they don't know the work, etc.